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ABSTRACT

This report, an early component of a forthcoming set of publications intended to assist colleges and universities in building more effective programs for minority undergraduate and graduate students, provides short descriptions of 18 exemplary efforts to enhance the participation and success of minority students in higher education (including the names of contacts for additional information). The 18 programs are: Hispanic Mother-Daughter (Arizona State University); First Generation Award (Colorado State University); Project YOU--Youth Opportunities Unlimited (Texas College and University System); College Enrichment (University of New Mexico); STEP--Strides Toward Educational Proficiency (Mount St. Mary's College, Los Angeles); Student Affirmative Action Retention (California State University); Early Awareness (University of Texas); Pre-Collegiate Development (University of Colorado); PUENTE Project (University of California/California Community Colleges); Graduate Division Affirmative Action Program (University of California); Minority Engineering and Geology (Texas A&I University); Graduate Research Mentorship (University of California); Coors Hispanic Student Services (Arizona State University); STEP: A Partnership for the Advancement of Learning (University of California); Cal-SOAP (California Student Opportunity and Access Program--California State Aid Commission); Articulation, Matriculation and Two + Two (Compton Community College, California); Fall Institute Academic Program/University Learning Center (University of Colorado); and GEM Program (National Consortium for Graduate Degrees for Minorities in Engineering) (University of Notre Dame, Indiana). (SM)

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# Exemplary Programs

# for College-Bound Minority Students

*by*

**John J. Halcón**

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**Western Interstate Commission for Higher Education**

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Through its Information Clearinghouse, which produced this report, WICHE provides information to higher education and government officials as they address important policy issues in the region.

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# Foreword

In the course of numerous activities and reports by WICHE on minority participation in higher education, we have been repeatedly asked, "So what works? Give us some examples of successful new approaches that we can draw from."

This brief report is a partial and, we hope, useful response to that question. It contains short descriptions of 18 exemplary efforts to enhance the participation and success of minority students in higher education and provides the names of contacts for additional information. The report also briefly examines some of the shared characteristics of these exemplary programs. The clarity of objectives and degree of institutional support may be as important to success as the type of program itself.

This report is also the first component of a longer, forthcoming set of publications. **A Crucial Agenda: Making Colleges Work Better for Minorities** will be published by WICHE later in 1988 in two versions, one for policymakers and one for program-level administrators. We thought it advisable, however, to make these program descriptions available separately in advance.

WICHE was fortunate to have John J. Halcón available to undertake this work. John was in transition from California to a faculty position at the University of Northern Colorado. He drew on his own experience and perspective to complete the project initially begun by Joyce Freeman. Other WICHE staff members also contributed.

We need to thank in particular the many program administrators who provided us with information and reviewed drafts of the program descriptions. Support for the larger project of which this report is a part was provided by the California Casualty Group and The College Board.

July 1988
Boulder, Colorado

Phillip Sirotkin
Executive Director
Western Interstate Commission
for Higher Education

# Introduction

During the past five years, the Western Interstate Commission for Higher Education (WICHE) has undertaken a series of reports and activities focusing on the changing demography of the Southwest and the need to increase the participation of minorities in higher education. WICHE's activities have included numerous publications, regional and state workshops, and other activities aimed at supporting the efforts of educators, policymakers, and community leaders. This report is part of these activities and an early component of a forthcoming set of publications called **A Crucial Agenda: Making Colleges and Universities Work Better for Minorities.**

The activities undertaken by WICHE and others are motivated by the realization that rapid and dramatic demographic changes are occurring in many states and localities. These changes have an immediate impact on education and a profound, long-term impact on our social and economic well-being. We need to combine the long-standing ethical commitment to equal opportunity in education with the realization that achieving equality of opportunity and access to education is absolutely essential to our economic well-being.

The challenges are obviously great, in terms of demography and in terms of the attitudinal and institutional changes that are required. While ultimate causes and final resolutions lie beyond our immediate grasp, we clearly have sufficient experience with various approaches to act constructively.

This brief report focuses on one area of constructive engagement—programs in higher education that seek to enhance the recruitment, retention, and academic success of minority students. It is intended for colleges and universities that are interested in building more effective programs for minority undergraduate and graduate students.

Almost all institutions have programs in place, and some have made impressive gains during the last decade. This report helps institutions to answer the question of "what works?" by reviewing concrete, well-tested strategies developed or operating at the institutional level. Colleges and universities must learn to draw on the experiences of other institutions in order to surmount what could become a crisis in higher education's ability to serve the changing population.

The programs included in this report represent a cross-section of more than 80 programs that responded to our requests for information during the past year. The solicitation of program materials was limited to the five states of the Southwest (Arizona, California, Colorado, New Mexico, and Texas) which have been involved in previous WICHE activities on minority education and which are experiencing sharp increases in their minority populations. One national program also is included. These are not the only programs worthy of attention, or necessarily the most successful. They are, however, "exemplary" in the sense that they are innovative and responsive to the needs of minority college students. They are also exemplary in the sense that they incorporate ideas and approaches that may be successfully applied in other settings. With this in mind, we hope that readers will turn to their own campuses to find other exemplary programs which they can share with us. In brief, the programs included are:

1. **Hispanic Mother-Daughter Program** at Arizona State University, Tempe, uses a team approach to assist Hispanic eighth grade girls and their mothers to overcome the many barriers Hispanic women face in completing college.

2. **First Generation Award Program** at Colorado State University, Fort Collins, is a financial aid program specifically targeted to encourage first generation college students (sons and daughters of non-college graduates) to enroll and complete college.

3. **Project YOU (Youth Opportunities Unlimited)**, administered by the Texas College and University System, provides at-risk ninth and tenth grade minority students a program of structured remedial academic work and summer employment.

4. **College Enrichment Program** at the University of New Mexico, Albuquerque, recruits and helps to retain minority college students, and places graduates in jobs within the state.

5. **STEP Program (Strides Toward Educational Proficiency)** at Mount St. Mary's College, Los Angeles, provides a skills improvement program to increase the number of college-bound minority women.

6. **Student Affirmative Action Retention Program** at California State University, Long Beach, offers a comprehensive support and retention program to minority and other first-year students.

7. **Early Awareness Program** at the University of Texas, El Paso, is one component of a comprehensive effort to attract and retain more Hispanics in the institution by working with high schools to promote minority student graduation and to encourage these students to enroll and be successful in college.

8. **Pre-Collegiate Development Program** at the University of Colorado, Boulder, provides academic counseling and enriched academic courses to minority high school students to prepare them for the rigorous academic environment at the university.

9. **PUENTE Project** headquartered at the University of California, Berkeley, integrates the skills of an English teacher, a Hispanic counselor and a mentor from the professional community to help Hispanics transfer from community colleges to four-year colleges and universities.

10. **Graduate Division Affirmative Action Program** at the University of California, Berkeley, provides a comprehensive array of financial incentives and services to attract minority students into doctoral programs.

11. **Minority Engineering and Geology Program** at Texas A & I University, Kingsville, is a comprehensive recruitment and retention support system to increase the enrollment of minority engineering and geology students.

12. **Graduate Research Mentorship Program** at the University of California, Santa Barbara, recruits future minority faculty and researchers from among its undergraduate and graduate students by teaming them with tenured research faculty in sponsored research projects.

13. **Coors Hispanic Student Services Program** at Arizona State University, Tempe, supports work projects by Hispanic business students in order to help both students and small business owners develop and improve business skills.

14. **STEP Program: A Partnership for the Advancement of Learning** at the University of California, Irvine, emphasizes interinstitutional cooperation between school districts, community colleges, and four-year colleges and universities in order to enhance the preparation of minority students for higher education.

15. **Cal-SOAP (California Student Opportunity & Access Program)** operated by the California Student Aid Commission, Sacramento, is organized as a statewide consortium of programs to make higher educa-

tion more accessible to historically underrepresented high school students.

16. **Articulation, Matriculation and Two + Two** at Compton Community College, Compton, California, is a comprehensive program to aid minority students in the transition from high school to advanced education, their matriculation into college, and movement to employment. The Two + Two Program facilitates access into vocational fields, and the Transfer Center approach facilitates access to four-year colleges and universities.

17. **Fall Institute Academic Program/University Learning Center** at the University of Colorado, Boulder, offers a two-semester freshman year program targeted at provisionally admitted students to provide them with the additional preparation needed to adapt successfully to college-level work.

18. **GEM Program (National Consortium for Graduate Degrees for Minorities in Engineering)**, is a national consortium of almost 100 universities and cosponsoring businesses, headquartered at the University of Notre Dame in Indiana, which addresses the underrepresentation of minorities in graduate programs of engineering and science.

## Exemplary Programs

What are "exemplary" programs and how are they identified and defined? Unfortunately, very little hard data on program evaluation or comprehensive descriptive information on program characteristics and operations are available. These limitations apply to most individual programs, and even more clearly to comparable descriptive or evaluative data across the many programs in place at colleges and universities.

The identification of exemplary programs in this report relies on the materials submitted by the programs supplemented by written communications and telephone interviews with program administrators and others. Of the approximately 80 programs that have provided information to us during the past year, we have selected 18 for inclusion in this report. These 18 were selected on the basis of the quality of information provided, the distinctiveness of their approach and objectives, and the usefulness of these approaches to other institutions attempting to design programs for increasing minority representation.

Certainly, there are many other exemplary programs and much more that needs to be known about all of these programs. The purpose of describing exemplary programs, however, is not to be exclusive or to showcase approaches that necessarily guarantee results. Rather, the purpose is to share a variety of effective approaches with those who are attempting to meet similar goals. Therefore, we have attempted to generalize, to the extent possible, across programs in order to identify the most effective and successful features of these existing programs.

In fact, these programs do appear to share certain characteristics. First, all of these programs were developed and implemented specifically to increase the numbers of minority students on their respective campuses. With this goal in mind, each program targets the needs of a particular constituency: some address junior high or high school students, while others address community college students, and still others limit their focus to undergraduates or graduate students.

Second, these programs do not leave their goals and objectives to chance. Each program establishes specific goals and offers a variety of services congruent with its established goals. Some programs focus on recruitment, others on retention. Most focus on both. In at least two cases the focus is on early intervention. Two programs emphasize the need for articulation: one focuses on the transition between high school and the community college, and the other focuses on the transition between community colleges and four-year institutions.

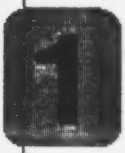
These institutions then implement selected strategies designed to meet these goals. In each case, services are provided that are designed to prepare students both academically and socially to succeed in the college environment. Most programs provide pre-college preparation and advisement/counseling services for program participants. Others offer college awareness services, orientation, tutoring, study skills development, and/or summer programs. Some programs offer financial incentives to attract undergraduates, while others offer research assistant opportunities. The available services vary among institutions, with some offering as many as seven or eight, and some offering as few as two.

Third, although funding strategies used to support these programs vary, all programs are supported in part by their institutions and most have successfully solicited external funding. The diversity and strength of financial support is important in itself. It is also an indication of the high degree of institutional and community support that exists for these programs.

Fourth, maintaining strong lines of communication between the program and the community, secondary schools, and community colleges from which they draw their students is an important component of these programs. The PUENTE Project, for example, utilizes professionals from local communities as mentors to its students and the STEP Program at UC Irvine is part of a consortium which includes the local community college, a local high school, and an elementary school. Both programs maintain effective communication with their constituencies and utilize community resources extremely well.

The success of these programs is tangible evidence of the concern for quality and equity that exists in the institutions that operate them. These programs are well-planned, highly aware of their client's needs, well-articulated with their feeder schools, and, most importantly, strongly supported by their institutions.

These shared characteristics, however, do not mean that there is one "right" way to provide appropriate services to minority students. The services offered are dependent on the goals of the program, the needs of the client group it serves, the institution's commitment to the program, and its willingness to innovate. If these particular circumstances are taken into account, these programs and approaches are adaptable to other college campuses. The successful translation of the principles of a particular program or set of programs to another setting will depend on adapting these to an institution's demographic environment as well as the institution's goals, missions and levels of financial commitment. As these programs demonstrate, success requires clear goals, an understanding of the needs of the community, and a hard-working and dedicated staff willing to pursue creative program development.



## Hispanic Mother-Daughter Program

*Arizona State University*

The Hispanic Mother-Daughter Program is an early intervention strategy that utilizes a team approach focusing on eighth grade girls and their mothers. With only 2.8 percent of Hispanic women over age 25 completing four years of college, there is a clear need to increase the number who complete college and enter the employment field with marketable skills.

**Targeted Students:** Hispanic female, secondary school students

**Program Type:** Early Intervention

**Description of Program:** This program was initiated in 1984 at Arizona State University in cooperation with the Phoenix Elementary School District. Twenty-five mother-daughter teams were originally funded on a one-year basis by the Women's Educational Equity Act under the U.S. Department of Education. In 1985, the program was expanded to include 50 mother-daughter teams from three school districts. In 1986 the program was supported by a Governor's Award; current funding is provided by the AT&T Foundation.

The primary goal is to intervene early in the educational development of these young women before they make choices which may limit their career aspirations and educational options. The program consists of several key elements, including: (1) a support network, (2) academic preparation, (3) discussions with parents, (4) enhancing the self-esteem of participants, and (5) follow-up support.

Beginning in the eighth grade, the program follows a four-phase development cycle. The first phase is intended to provide personal development for program participants by focusing on their identities as individuals, as members of the Hispanic culture, and as part of a family. The historical, cultural, and family issues related to Hispanic women are explored through lectures and group discussions.

The second phase involves the mother-daughter team in an exploration of their relationship. Factors which stimulate or inhibit completion of a college education are discussed, as is the question of whether those factors are societal or related to the home environment.

The third phase seeks to identify the importance of educational and career alternatives available to students who are motivated to succeed. The student is exposed to academic disciplines, non-traditional career opportunities, and the high school prerequisites for those career paths.

The final phase involves a weekend residence experience designed to integrate all the earlier elements. The weekend experience allows mothers and daughters to spend time together to formulate an educational plan for the high school experience and beyond, and to reflect upon their personal aspirations.

Throughout these phases and in subsequent school years, a systematic and comprehensive support network of parents, counselors, teachers, and community role models works closely with students encouraging their academic achievement, recommending appropriate academic decisions, and monitoring their progress. Throughout the school years, special activities increase their interaction with university undergraduates and exposure to professional women in the community, and help them overcome barriers in their environment. The mother's education and work-related aspirations are encouraged as well. Some of the mothers have returned to school to complete a high school equivalency program, attend community colleges, or pursue other options.

**Special Features and Achievements:**

Since 1984, 133 girls have participated in the program beginning in the eighth grade. Of these, 90 percent are attending high school in the Phoenix area. Among the participants who have reached their junior and senior years, 83 percent are still enrolled in high school. Among these, 74 percent are maintaining grade point averages above a 2.0, and 47 percent are maintaining grade point averages above the 2.5 level in high school.

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## First Generation Award Program

*Colorado State University*

The First Generation Award Program, sponsored by Colorado State University and the State Board of Agriculture (its governing board), provides support for worthy students who lack the financial resources to attend college. Such institutional financial assistance has become increasingly important because of changes in federal and other sources of student financial aid, the increased reliance on loans, and other factors. First generation and minority students frequently require incentives such as grants and scholarships to continue with their education. The two purposes of this program are: to encourage first generation college students, women (particularly those in non-traditional fields), ethnic minorities, and returning adult students to participate in higher education; and to promote ethnic diversity within the university's student population.

**Targeted Students:** First generation college students (those whose parents did not attend college), particularly minorities, women, and others needing additional encouragement and financial support.

**Program Type:** Recruitment and Retention

**Description of Program:** The First Generation Award Program is funded by the State Board of Agriculture and by institutional funds. A university committee of faculty and staff oversees the program on campus; a committee of the state board oversees the whole program at the three campuses of the Colorado State University system.

To be eligible for the award, a student must be (a) a first generation college student, (b) a Colorado resident, (c) classified as a full-time, regular student, and (d) a U.S. citizen (by birth or naturalization), or a permanent resident. Applicants are evaluated based on eligibility, need, and potential.

The program awards a year's tuition and mandatory fees for students who are selected in a competitive process. Awards in 1987-88 averaged

$1,800. Since the awards offer the possibility of renewal, a student may receive several times this amount during his or her college career.

**Special Features and Achievements:**

Since 1984, 456 awards have been made at Colorado State University, representing a financial investment of over $725,000. The distribution of awards has reflected the university's commitment to diversity. The largest proportion of awards has been received by minority students. Women in non-traditional roles, single parents, physically and learning disabled students, and returning adult students (both ethnic minority and majority students) also frequently qualify. Awards made to freshmen and transfer students serve to recruit them to CSU, while renewal awards encourage retention to degree completion.

Award recipients have outperformed the general university population's retention rate. The average retention rate from one fall semester to the next for all students is 79 percent, and 74 percent for minority students. After three years, the cumulative retention rate for all students is 60 percent. In contrast, the proportion of First Generation Award students retained after three years is 87 percent. Award recipients have also performed near the average in terms of grades (2.5 grade-point-average for continuing award recipients compared to 2.7 university-wide average during fall semester, 1986).

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## 3 Project YOU (Youth Opportunities Unlimited)

*The Texas College and University System*

An alarming dropout rate among high school minorities, averaging 50 percent or more in some places, led the Texas Higher Education Coordinating Board to cooperate with private industry and the Texas Education Agency to establish a special program to address this problem. Project YOU (Youth Opportunities Unlimited) is designed to overcome many of the factors contributing to high dropout rates, including low academic achievement, low motivation, and other barriers to high school retention such as the need to work to help meet family expenses.

**Targeted Students:** Economically disadvantaged minority students aged 14 and 15 who will be entering the ninth or tenth grade and who are identified by their academic underachievement in junior high school as high risk, potential dropouts.

**Program Type:** Recruitment and Retention

**Description of Program:** Under the Texas Equal Educational Opportunity Plan for Higher Education, the state is committed to operating its public postsecondary institutions in a manner that promotes increased access and retention of Black, Hispanic, and other minority students. The Youth Opportunities Unlimited (YOU) program targets these students, promoting minority student completion of high school as a step toward college matriculation.

Project YOU is a university-based, eight-week residential summer program providing education and work experience to economically disadvantaged ninth and tenth grade students in danger of dropping out of school. Students identified by local educational agencies receive a wide range of academic and counseling services and hold a part-time salaried job in which they can earn up to $700 each summer. Each participant earns academic credit authorized by the Texas Education Agency and recognized by local educational agencies.

**Special Features and Achievements:**

Project YOU is unusual in that it relies exclusively on federal funds to support drop-out programs on 18 state-university campuses. Participants are sponsored by 34 local Private Industry Councils, using funding from the Job Training Partnership Act (JTPA). All costs of program operation, including student support, student wages, and transportation, are covered by the $3,150 tuition charge per student paid by the sponsoring organization from federal funds.

Universities incur no cost for YOU program operation. However, the participating institutions frequently offer some scholarship aid to YOU graduates to be used when the student enrolls at their campus. Ninety percent of Project YOU students graduate from high school.

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## The College Enrichment Program

*University of New Mexico*

In 1980, minorities constituted 46.4 percent of the total population of New Mexico, and 60 percent of the population under the age of five. Hispanics are overwhelmingly the largest minority group, comprising 44.6 percent of the population under the age of five.

In spite of their numbers, minorities in New Mexico have not fared well in educational attainment. Only about one-half of New Mexico's Hispanic and American Indian adults have graduated from high school, while only 7 percent of Hispanics and 5.2 percent of American Indians have completed four or more years of college.

The University of New Mexico, which has been active in responding to these concerns for many years, established the College Enrichment Program (CEP) in 1968 to address this problem.

**Targeted Students:** New Mexico minority high school seniors

**Program Type:** Recruitment, Retention, and Placement

**Description of Program:** The CEP program, supported by the University of New Mexico, contains three components: (1) recruitment, (2) retention, and (3) placement of program participants in graduate programs or jobs within the state.

The recruitment component is built around a statewide high school program. This component involves providing potential college students with information about admissions requirements to the university, career preparation programs, financial assistance, scholarships, and student support and retention services.

The retention component assists CEP students in completing an undergraduate degree program through three activities: (a) an orientation program for all incoming freshmen, (b) a counseling and advisement component, and (c) academic tutoring.

A week-long orientation program before the academic semester begins familiarizes students with the college and to the campus, provides a campus adjustment program, and introduces them to student services and opportunities for additional academic support. Orientation also includes enrichment experiences such as attending a play or musical, socialization opportunities, a library orientation, a college career preparation program, and an orientation to Albuquerque.

The counseling and advisement component includes career interests assessment, placement testing, academic advising, study skills information and personal counseling services.

The placement objective assists the CEP college graduate to secure employment or admission to post-baccalaureate degree programs. In recognition of the importance of maintaining college educated professionals within the state, the CEP program maintains a job placement program to help its graduates find jobs in New Mexico after they graduate from college.

**Special Features and Achievements:**

The number of students participating in the CEP program has increased annually, from 45 students the first year of the program to an average of 227 students in recent years. Students have been recruited from every county in the state, from 81 of the state's 87 public school districts, from 100 out of 107 public schools, 13 private, state, and Bureau of Indian Affairs high schools, and five out-of-state high schools which border New Mexico and serve New Mexican students.

Nearly all (98 percent) of the CEP graduates whose whereabouts are known are either employed or enrolled in post-baccalaureate degree programs. Of the 459 who are employed, 366 are employed in New Mexico. Twenty-seven former CEP students are enrolled in advanced degree programs, and eight are full-time homemakers. Eighty-one CEP students acquired advanced degrees, with 63 completing a master's degree and two completing Ph.D.s. Twelve have completed law school, seven are practicing medicine and two are dentists.

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## STEP (Strides Toward Educational Proficiency)

*Mount St. Mary's College, Los Angeles*

Population growth, particularly among minorities, in large urbanized areas such as Los Angeles is dramatically changing the composition of students in elementary and secondary education. Low-income, minority, and limited English speaking students have become the norm in many urban schools, posing unprecedented challenges to education.

Mount St. Mary's College, Doheny campus, is an urban campus whose student body has been impacted dramatically by the changing demographics of the community. In 1985, Mount St. Mary's College, in collaboration with four inner-city Catholic girls' high schools (two more were added in 1987), initiated the STEP Program to focus on under-prepared, college-bound, minority women.

The purpose is to identify minority high school women who are or should be college-bound and to motivate them to achieve greater success in college. This early intervention program incorporates a comprehensive strategy intended to facilitate transition of minority women from high school to college.

Initial resources for the program were provided by the college without external funding. More recently, the program has received financial support from the Ralph M. Parsons Foundation, AT&T, the Coors Foundation, and ARCO.

**Targeted Students:** College-bound, minority, high school women

**Program Type:** Recruitment, Intervention, and Retention

**Description of Program:** This program is based at the Doheny campus in downtown Los Angeles, where 66 percent of the 250-275 young women enrolled in the Associate of Arts Program are Black and Hispanic. These minority students traditionally enter college with deficiencies in the basic skills, thus making their transition more difficult and challenging.

The STEP program director asks each participating school to identify five high school seniors who have college potential, but who need to improve their basic skills. These students, along with Mount St. Mary's freshmen, attend a three-week basic skills workshop in August. In addition, the STEP director makes two follow-up visits (one in the fall and one in the spring) with each high school senior to assess the results of her participation in the workshop. The program also provides college and career counseling to these high school students through DISCOVER, a computer program available at the Doheny campus.

A tutorial assistance internship program for Mount St. Mary's students is planned for the fall of 1988. These tutors will provide services at each of the cooperating high schools.

Besides providing support services for STEP students who enroll at Mount St. Mary's, the college also has a developmental skills program for all enrolled freshmen whose entrance test scores indicate this need.

**Special Features and Achievements:**

Of the 59 STEP seniors in the program since summer 1985, six have enrolled at Mount St. Mary's and one has already transferred to the B.A. program at the college's Chalon campus in West Los Angeles. A follow-up study on STEP seniors who went to other colleges is planned for the summer of 1988.

The summer and on-going basic skills classes offered under the STEP Program are designed to assure that young women are prepared academically before they enter college. Overall retention in the Associate of Arts Program at the Doheny campus consistently exceeds 65 percent. Approximately 50 percent of those who successfully complete the A.A. Program at the Doheny campus continue in the B.A. program at Mount St. Mary's Chalon campus. Another 20 to 30 percent enter baccalaureate programs at other colleges and universities.

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## Student Affirmative Action Retention Program

*California State University, Long Beach*

Very large campuses present difficult problems and challenges to successful minority recruitment and retention programs. One large program which has achieved success is the Student Affirmative Action Retention Program at California State University, Long Beach. The purpose of this program is to provide direct, proactive support to minority students, especially Hispanics. The program begins with a holistic assessment of each student's needs and interests. Once the student's needs have been identified, a personal program of long- and short-term academic support services is provided to meet those goals and objectives.

**Targeted Students:** Newly enrolled minority students

**Program Type:** Retention

**Description of Program:** The Student Affirmative Action Retention Program (SAA) at CSU Long Beach is funded by the Office of the Chancellor of the California State University. The retention component of the program is designed as a "home base" program. That is, it is designed to assure the student maximum access to resources, academic support services, and knowledgeable personnel to meet his or her needs. The large size of this urban campus makes a comprehensive and integrated strategy an efficient means of bringing students into the institutional mainstream.

The SAA retention program hires advisors who control academic scheduling and monitor student progress. They ensure that courses are chosen appropriately and help to anticipate and deal with academic problems.

Students are referred to supplemental instruction or tutorials which focus on those skills that are essential for all current and future course work. The program also offers career planning for all students to ensure that goals are clear and attainable in the context of an individual's abilities and personal interests.

Students are encouraged to seek regular contact with faculty outside the classroom and are immediately referred to counselors, financial aid advisors, learning specialists, instructors, or administrative officers when a problem surfaces. They are also encouraged to become involved in organizations and student activities. Finally, students' eligibility for financial aid is carefully evaluated to ensure that they receive all the support to which they are entitled. The program also provides immediate intervention for students who are not making satisfactory progress.

**Special Features and Achievements:**

Students at CSU Long Beach generally participate in SAA for only the first year on campus (the highest attrition period for minority students). However, a review of student retention rates suggests the program has a long term impact. For example, in 1986, 85 percent of SAA students returned to college for their second year, and 71 percent returned for their third year, or were graduated. Academically, participants (including "special admit" students) surpassed the grade point average of comparable groups of regularly admitted, non-SAA students by .20 in their first year. The cumulative grade point average of SAA students qualified 20 percent of them for participation in the university's Honors Program, and participants were subject to academic sanctions only one-third as frequently as their non-SAA peers.

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## Early Awareness Program

*University of Texas, El Paso*

The University of Texas, El Paso is in a unique position to help address the tragically high dropout rate among Texas Hispanics, a condition that contributes to high unemployment and low median family income. UTEP has one of the few Hispanic majority college student populations in the Southwest. Over 50 percent of the university's 14,000 students are Hispanic. As a result, the university is particularly suited to working with minority students.

In response to the dropout problem for Hispanics in Texas, UTEP implemented the Early Awareness Program. This program, introduces minority students to the benefits of a university education by working with local high schools to promote high school graduation and to recruit students to the University of Texas at El Paso. Once on campus, UTEP attempts to assure their retention through an integrated program of counseling, academic advising, and career counseling.

**Targeted Students:** Hispanic, high school students

**Program Type:** Recruitment and Retention

**Description of Program:** The University of Texas, El Paso is dependent upon minority student enrollment. The overwhelming majority of the institution's students reside in El Paso County. University personnel unfamiliar with Hispanic students are taught to work with them.

The Early Awareness Program, supported by institutional funds, attempts to introduce students to the benefits of a university education early in their academic career by talking to them in their schools, hosting them on campus for special functions, and offering summer enrichment activities. The program stresses preparation for college and, in general, emphasizes math, science, English, and other courses which require the development of reading, writing and critical thinking skills. The development of communication skills, good study habits, and involvement in extracurricular activities is stressed. Minority students in particular need

effective pre-enrollment counseling. The university provides counseling, usually beginning in the sophomore year of high school. In addition, a New Student Orientation Program integrates the student into the institution. If the student is to succeed, it is necessary for the student to "feel at home", with college-related problems held to a minimum. Finally, the institution must be sensitive to students who are likely to drop their courses or drop out of school. Intervention strategies which make university personnel accessible to students and academic advising which focuses on the students' career orientation are central parts of the program.

**Special Features and Achievements:**

One measure of the success of the Early Awareness Program is the high level of voluntary attendance at the college awareness activities sponsored by the program. On several occasions during the 1987-88 school year, UTEP hosted numerous middle school students and their parents. Among the most successful programs was the LULAC (the League of United Latin American Citizens) Youth Leadership Conference, which attracted over 800 teenagers and their parents. In addition, over 400 young women and their mothers attended Career Fairs, and an additional 300 students attended career presentations sponsored by faculty members during the 1987-88 academic school year. Response from the community for these activities has been positive. Since this is a new program, other quantitative measures are not yet available.

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## Pre-Collegiate Development Program

*University of Colorado, Boulder*

The need to improve minority participation in higher education is an issue of importance to educators and policymakers in the state because Colorado's minority populations are significantly underrepresented. Blacks represent only 2.2 percent of the enrollment of four-year institutions and 2.5 percent of the graduate enrollment, while Hispanics represent 5.2 percent and 5.6 percent of four-year and graduate enrollment, respectively.

Responding to this problem, the University of Colorado, Boulder created a comprehensive Pre-Collegiate Development Program which focuses on motivating and preparing high school-aged minority students to attend the University of Colorado, Boulder or other postsecondary institutions. Its purpose is to adequately prepare minority students for a professional career by providing them with academic advising for their future high school course selections and by exposing them to career choices.

**Targeted Students:** Minority high school students

**Program Type:** Recruitment

**Description of Program:** The Pre-Collegiate Development Program at the University of Colorado, Boulder is an academic enhancement program designed to help minority high school youth from 14 Denver metropolitan high schools to complete high school and matriculate to a postsecondary institution with the necessary skills to graduate. It is supported through institutional funds.

The program has deliberately fostered a reputation for being academically rigorous and well-disciplined. Participants are involved in an academic year of workshops, seminars, counseling sessions, parent consultations, and field trips. It also includes a five-week summer residential program for high school students in grades 10 through 12, and a Health Sciences Center support program for those students interested in pursuing a health career.

The Academic Year Component requires monthly meetings at the participating high schools. These monthly meetings include tutoring sessions, counseling, and assistance with course schedules. The sessions also include workshops on basic study skills, interpersonal skills development, and college entrance exam preparation.

The Summer Residential Program requires the students to attend academic classes for which they receive high school credit. These classes are designed to augment their required high school classes (e.g., math, writing, sciences). The participating students live on campus for five weeks, usually living and eating in one of the dormitories. The Program also affords the students various education-oriented field trips, including extra-curricular activities and cultural events.

**Special Features and Achievements:** Ninety-four percent of the graduating seniors in the program have been placed in higher education. Between 1983 and 1987, 52 of 53 seniors who applied were admitted to the University of Colorado, Boulder, and 85 percent of these enrolled.

The office of the president, which is one of the program's chief sources of revenue, has assumed a leadership role in the development, implementation, and support for this program. Currently, this office is coordinating a four-college campus expansion of the program to increase the numbers of ethnic minority students who are prepared to pursue a university education. There are currently 230 students representing 36 high schools participating in the program.

The Colorado Commission for Higher Education (CCHE), impressed with the impact of the program, is considering expanding this program model to all institutions of higher education to serve minority high school students throughout the state.

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## PUENTE Project

*University of California/California Community Colleges*

Most Hispanic students who graduate from high school and go on to higher education enroll in community college. Unfortunately, for too many of these same students the community college experience becomes the end rather than the beginning of their higher education aspirations. Many drop out after a short stint, and few transfer to four-year institutions. According to data from the California Postsecondary Education Commission (CPEC), in 1985 only 10.6 percent of Hispanic students transferred to the California State College System, and only 10 percent transferred to the University of California.

The PUENTE Project was initiated in 1982 at Chabot Community College, Hayward, California, to reduce the dropout rate among Hispanic community college students and increase the number who transfer from community college to the California State University or University of California systems. The PUENTE Project accomplishes this by providing Hispanic community college students with writing instruction; individual counseling in academic, personal, and career areas; and personal contact with mentors from the Hispanic professional community who offer each student a vision of career success and commitment to the community.

In 1983, through a grant from the BankAmerica Foundation to the University of California Bay Area Writing Project, PUENTE was replicated in four additional community colleges. Major grants from the ARCO Foundation, the Ford Foundation, the San Francisco Foundation, the Times/Mirror Foundation, the Ahmanson Foundation, and Mervyn's allowed PUENTE to expand to 15 colleges throughout the state. PUENTE is now jointly sponsored by the University of California and the California Community Colleges.

**Targeted Students:** Mexican-American, community college students

**Program Type:** Retention and Transfer

**Description of Program:** PUENTE is a writing, counseling, and mentoring program designed for Hispanic students who are having academic difficulty in the community colleges and are willing to make a commitment to a one-year program. PUENTE integrates the skills of an English teacher, a Mexican-American counselor, and Mexican-American mentors. The counselors match students with mentors from the Hispanic professional community. The students enroll in an accelerated writing program which consists of two English courses: an entry level writing class and English 1A, the college transfer-level composition class. The students remain with the same teacher for the entire two-course sequence. The students continue to work with the counselor until they receive an Associate of Arts degree and/or transfer to universities.

**Special Features and Achievements:** The PUENTE Project has helped students improve their writing and has given them the confidence and motivation to continue in higher education. In one community college, PUENTE students tripled the number of academic classes they were taking and doubled their grade point average. An important outcome of the PUENTE Project has been an improved retention rate for Mexican-American community college students. Seventy percent of the 1983-84 students who completed the program enrolled in community colleges or in four-year colleges or universities as of 1987. Additionally, PUENTE students have improved their transfer rate to four-year institutions. Twenty-six percent of the students who completed PUENTE programs from 1982 through 1986 have transferred (one college transferred 38 percent) to four-year institutions.

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## Graduate Division Affirmative Action Programs

*University of California, Berkeley*

The Chancellor and the Graduate Dean at the University of California, Berkeley noticed in their review of applications for admissions over several years that minority students applied to graduate school at UC Berkeley more frequently to master's degree programs and less frequently to Ph.D. programs than non-minority students. In an attempt to turn this around, the Graduate Dean responded by initiating the Graduate Division Affirmative Action Program.

**Targeted Students:** Minority graduate students

**Program Type:** Recruitment and Retention

**Description of Program:** The Graduate Division Affirmative Action Program involves several initiatives designed to attract more minorities into Ph.D programs at UC Berkeley. These initiatives include: (1) inexpensive dormitory housing to attract out-of-state minority students; (2) a three-year pre-doctoral fellowship program; (3) a three-week Summer Bridge Program to orient students to the campus and its resources to ease the students' transition to Berkeley; (4) research assistantships for minority students to enter a mentoring relationship with a research advisor; (5) eight dissertation year fellowships; and; (6) financial support for approximately 70-80 minority students and women in programs where they are underrepresented (primarily in engineering and science); (7) a second need-based program of financial aid administered through the Graduate Division, which supports about 200 new and continuing students a year; and (8) a program to involve undergraduate minority students in faculty research projects.

In addition to these efforts, the Graduate Division has taken extraordinary measures to fulfill the goal of increasing the number of minorities applying for Ph.D. programs. To attract a large national pool of minority students, UC Berkeley has established special relationships with several feeder schools. For example, program representatives meet on a regular basis with alumni at selected local college campuses to recommend potential minority graduate students. The Graduate Division has joined a

consortium of colleges and universities that have significant numbers of American Indian undergraduates. The university recruits several students from this source each year. The Graduate Division also signed an agreement with Atlanta University, a predominantly Black institution, whose faculty are asked to recommend students for Berkeley's Ph.D. programs. Finally, the Graduate Division subscribes to the National Name Exchange, the Western Name Exchange, and the Graduate Record Examination Locater Service to identify candidates. A major effort has also been made to expand an on-going program to place undergraduate students as researchers with faculty members.

**Special Features and Achievements:** As a result of these comprehensive efforts on the part of the Graduate School, since the fall of 1987, minorities are being admitted into doctoral programs at about the same rate as non-minority students.

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## Minority Engineering and Geology Program

*Texas A & I University, Kingsville*

Minority students are seriously underrepresented in the sciences and engineering. Recognizing the need to address this issue, in 1982 Texas A & I University, supported by private industry, decided to develop and implement its Minority Engineering Student Affairs Office (MESA).

The purpose of the MESA Office, which is housed in the College of Engineering, is to identify, prepare, recruit and retain minority students in science and engineering programs. These institutional efforts to recruit minority students into engineering were initiated with support from the Exxon Education Foundation. Prior to that, limited support from the National Fund for Minorities in Engineering (NACME) was available in the form of incentive grants.

With the Exxon grant, Texas A & I University was able to conduct a study to assess the needs of the region and the university which in turn resulted in the Minority Engineering Student Affairs Office (MESA). With this infrastructure in place, the university embarked on a program of development and fund-raising. This resulted in the creation of the Minority Engineering and Geology Program (MEGP) and the South Texas Engineering, Mathematics and Science (STEMS) program. The MEGP represents the university's college-based intervention programs, while the STEMS program seeks to address pre-college science, mathematics, and career education. The MESA office and the programs it sponsors are industry-funded. Major support has been provided by the Gulf/Chevron Corporation, IBM (through its Faculty-on-Loan Program), ARCO, Marathon, 3M, Mobil, Dow, Celanese, NACME, Exxon, and other corporations and/or their foundations.

**Targeted Students:** Mexican-American, Black, and Native American engineering students

**Program Type:** Pre-college Preparation, Recruitment, Retention, and Placement

**Description of Program:** The MEGP involves a comprehensive support system for minority engineering and geology students. This includes early identification, mentoring, referral and intervention for academic, financial and personal problems. The goal is to increase the retention of minority engineering and geology students and to improve the academic and personal skills of graduating minority students. In addition, the retention component consists of a summer bridge program for entering students, special engineering orientation projects, academic assessment for admitted students, and a peer mentor program.

The South Texas Engineering, Mathematics, and Science Program (STEMS) held its first summer enrichment program in 1984 for 25 students. The three-week program introduced students to mathematics, chemistry, physics, geology, and engineering. In 1986, the STEMS Program initiated a pilot program with four school districts. A high school and one junior high/middle school in each district were selected to implement a year-round program on an after-school basis. A five-week summer program also was provided. This program is currently serving 500 students.

**Special Features and Achievements:** The Minority Engineering Student Affairs Office and Geology Program was not Texas A & I's first effort to train minority engineers. The university has been recognized in the past as a leader in this area. In 1984, Texas A & I ranked third in the nation in the number of Hispanic engineers educated. The number of Hispanic engineers has grown from 27 in 1974 to 60 in 1984, with MEGP and STEMS contributing directly to this increase.

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## Graduate Research Mentorship Program

*University of California, Santa Barbara*

The shortage of minorities involved in higher education, especially those pursuing academic careers, has led some institutions to take special measures to respond to this problem. The Graduate Research Mentorship Program at the University of California, Santa Barbara utilized a novel approach to interest minority students and women in academic careers in fields where they are underrepresented.

The Graduate Mentorship Program is intended to increase the graduation rates of minority and women students, stimulate increased graduate school enrollments, and better prepare students to become research scholars. Faculty guide the research, and serve as mentors to both graduate and undergraduate students involved in joint research projects.

**Targeted Students:** Underrepresented minority undergraduate and graduate students

**Program Type:** Recruitment and Retention at the Graduate Level

**Description of Program:** The primary objective of the Graduate Research Mentorship Program is to encourage minority students to enter graduate schools and academic professions by exposing them to involvement in hands-on research projects.

A pilot phase, begun in 1976, initially involved only Hispanic students. Later, it was expanded to include all minority undergraduates, and the faculty – minority and non-minority – sought to become involved. The Graduate Division saw the value of mentorships for strengthening the skills and qualifications of minority graduate students, and in 1982 successfully applied for a grant from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE). The program established under this grant was the model for the Graduate Research Mentorship Program.

The research projects span the range of academic disciplines, from engineering, chemistry, and physics to art history, English, and anthropology. A faculty member or graduate student generates the idea for the research project, then searches for a faculty member or graduate student, as appropriate, with whom to work.

Faculty serve as research directors; are responsible for the proposal to the selection committee; set standards for the research and assure that research goals are concrete, relevant, and feasible. Graduate students, under the tutelage of the faculty mentor, are responsible for supervising the work of undergraduates, introducing them to research concepts and methods, and making sure that projects are completed.

Undergraduates (juniors or seniors with strong academic records) engage in activities suitable for beginning researchers: literature searches, abstract-writing, translations, observations, and data preparation. Depending on their basic skills and progression in academic training, undergraduates are also involved in the preparation of laboratory specimens; conducting experiments; field research, such as interviews, digs, and sampling expeditions; and other procedures in line with the project.

**Special Features and Achievements:**

Between 1983 and 1986, UCSB sponsored 35 mentorship teams. Projects included up to two faculty members, three graduate students, and five undergraduates. Altogether, 50 faculty, 65 minority graduate students, and 128 minority undergraduates were involved. Of the total number of graduate students, 23 were Chicano/Hispanic, 10 Black, four American Indian, three Filipino, five Puerto Rican, and 20 others. Of the undergraduates, 66 were Chicano/Hispanic, 31 Black, three American Indian, nine Filipino, two Puerto Rican, and 17 others.

As a result of the Graduate Mentorship Program, a large number of program students have completed their Ph.D.'s and have gone on to faculty or post-doctoral positions throughout the United States.

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## Coors Hispanic Student Service Program

*Arizona State University*

The development of young Hispanic entrepreneurs is important to the Hispanic community. Colleges of Business can assist in this by providing business-trained students to Hispanic-owned businesses, and by providing these students opportunities to work within this business environment.

The Coors Hispanic Student Service Program has taken the lead in this innovative approach to community involvement. This program is intended to provide on-the-job training experience for Hispanic college juniors and seniors, while simultaneously promoting the potential growth of Hispanic businesses.

**Targeted Students:** Hispanic, undergraduate business majors

**Program Type:** Retention

**Description of Program:** Initiated by the Hispanic Business Alumni Association and established by ASU's College of Business in 1985, this program provides Hispanic juniors and seniors with practical business experience while offering Hispanic businesses the development assistance essential for success in today's dynamic economy. Participating students receive a $1,000 scholarship while spending one semester providing technical assistance to a Hispanic business. Students work in teams of two or three, spending 15 hours per week on their projects. An advisory group composed of one business professor, two practitioners and three professionals, serve as consultants for each project team. Past student teams have designed a marketing study, developed a computer-based cost-bidding system, established a cost accounting system, and conducted feasibility studies.

**Special Features and Achievements:** The program exposes students to a business environment with dynamic challenges requiring creative use of skills and talents.

Fifty-four students have completed the program assisting 18 Hispanic businesses. Eighty-five percent of the seniors in the program have completed degrees from the College of Business.

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## STEP: A Partnership for the Advancement of Learning

*University of California, Irvine*

STEP: A Partnership for the Advancement of Learning, began at the University of California at Irvine in 1983. This program joins a public school district that has 87 percent minority students with four local postsecondary institutions in order to improve the academic preparation of minority youth for higher education.

Project STEP represents a significant effort to reconstruct the relationships among all segments of education in order to improve academic preparation for minority students. What makes Project STEP unusual is the level of inter-institutional cooperation between the school district, community colleges, and four-year colleges and universities involved. They work together to promote academic excellence and equity through joint activities in curriculum enhancement, professional development, and student academic support and guidance. Each institution takes primary responsibility for one or more of the "STEP Components," which are programs designed to support students, faculty, parents, teachers, counselors, and administrators in their academic endeavors.

Project STEP is funded by the California Academic Partnership Program, the Carnegie Corporation of New York, and The College Board, with significant in-kind support from all participating institutions.

**Targeted Students:** Ethnic-minority secondary and elementary school students

**Program Type:** Early Intervention, Curriculum Enrichment, and Staff Development.

**Description of Program:** The major goals and activities of Project STEP are: (1) to address the needs of all students for literacy and critical thought in the areas of mathematics, science, and language arts through enrichment of the district curriculum and staff development programs using the vehicle of faculty forums; (2) to interest students in going to college and helping to prepare them for admission with the assistance of a comprehensive guidance curriculum and academic support program, including tutoring services available in "Cooperative Learning Laboratories"; and (3) to disseminate the model,

methods of collaboration, and new instructional practices which are developed by the STEP partners.

What has become increasingly clear is the appropriateness of the university's role in providing a variety of resources and initiating processes to alleviate the serious segmental isolation that exists regarding academic preparation. The infrastructure created by the STEP Administrative Council commits the top leadership of each educational segment to work together to address common concerns shared by the educational community, and brings educational reform directly into the classroom. Teachers work together to strengthen the curriculum, counselors teach lessons from the guidance curriculum in the classroom, and parents are involved in elementary school evening workshops called "Family Math and Science."

**Special Features and Achievements:**

Four features are central to the success of STEP: (1) the comprehensive scope of curricular and student services activities, (2) the alignment of project activities with the district's long-range plans to ensure institutionalization of the products and practices developed, (3) the ability to channel other on-going curricular efforts outside the project's own initiative, and (4) the participation of institutions from the entire educational continuum.

Since 1983, when the project was first launched with the Santa Ana Unified School District, the number of seniors who enroll in college has increased from 10 percent to 65 percent. Awards from the National Commission on Excellence, the Carnegie Corporation of New York, the California Academic Partnership Program, and The College Board will assist in the dissemination of project models, including new practices in teaching math and science as an integrated discipline and in developing future teachers.

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## California Student Opportunity and Access Program (Cal-SOAP)

*California Student Aid Commission, Sacramento*

The California Legislature established the Cal-SOAP Program in 1978 as a consortium of institutions to improve the accessibility of postsecondary education to California high school students from historically underrepresented groups. The program originally focused on both high school graduates and community college transfers. In 1983, it was refocused to concentrate primarily on the transition between secondary school and college.

Originally, six consortia were funded; one was subsequently discontinued. The five remaining Cal-SOAP participant consortia encompass: (1) Solano County, (2) the East Bay area of the San Francisco Bay region, (3) the Santa Barbara area, (4) the south coast area from Compton to Irvine, and (5) San Diego County.

**Targeted Students:** Historically underserved and minority students entering postsecondary institutions

**Program Type:** Recruitment and Retention

**Description of Program:** Cal-SOAP consortia rely on interinstitutional cooperation. Secondary school involvement in the operation of the project is a prerequisite. At least one secondary school district, one community college, and two other educational agencies are involved in each consortia.

During 1986-87, a total of 87 schools and institutions were involved in Cal-SOAP. Twenty-four of these were public school districts, ranging from the Los Angeles Unified School District to small, rural districts. Eight campuses of the University of California, nine California State University campuses, four private secondary schools, 11 independent colleges and universities, five community agencies, 25 community colleges, and the California Maritime Academy participate in the program.

Basic services provided by Cal-SOAP projects include, but are not limited to, advising, tutoring, dissemination of information, workshops for

students and parents on financial aid and college admissions, and referrals to appropriate colleges.

**Special Features and Achievements:**

Cal-SOAP consortia served 23,665 students in 1986-87. Thirty-eight percent of these were Hispanic, 29.6 percent were Black, 19.3 percent were Asian, 7.6 percent were White, 3.4 percent were American Indian, and 2.0 percent were not classified by race or ethnic background.

Cal-SOAP consortia appear quite effective as measured by college-going rates of program seniors. With the exception of the Santa Barbara project, in 1986-87 Cal-SOAP seniors enrolled in postsecondary institutions at a significantly higher rate than all high school graduates in their respective counties. Furthermore, they enrolled at the University of California, the California State University, and at independent colleges at a higher rate than their peers. In 1985-1986, nearly two-thirds of Cal-SOAP seniors entered California colleges and universities compared to 58 percent of their statewide counterparts. All minority groups in every ethnic category, except American Indians, enrolled in postsecondary institutions in greater proportions than their peers. Hispanic Cal-SOAP participants enrolled at a rate 21 percent greater than their ethnic group peers during 1985-1986.

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## Articulation, Matriculation and Two + Two

*Compton Community College, Compton California*

Enrolling in college, from pre-enrollment to matriculation, continues to be a long, arduous process, particularly for minorities. Often minority students do not understand the culture of college, lack adequate guidance, and do not have the role models necessary to "show them the ropes." The result is that many colleges and universities which do not adequately address the issue of facilitating enrollment experience recurring problems with recruitment and retention of minority students. One approach to this problem is Compton Community College's Articulation, Matriculation and Two + Two Program.

Articulation is an agreement between institutions, in this case between local secondary schools and the community college, which specifies the conditions and terms under which students may transfer from one school to another. Typically, articulation involves agreeing on (1) the process of transferring from one institution to the other, (2) which courses taken at one institution will be accepted for credit at the other, and (3) the requirements for completion of a specified course of study.

Matriculation, according to Compton Community College's handbook, "is a process by which the college and student reach agreement on the student's educational objectives."

The Two + Two Program at Compton Community College is designed for high school juniors and seniors interested in pursuing vocations which require advanced technical skills development, such as automotive technology, drafting, welding technology, auto body technology, or machine technology. Basic vocational skills are learned in the last two years of high school, while the more advanced vocational skills are learned over two years at the community college.

The Articulation, Matriculation and Two + Two Program form a comprehensive plan of outreach, recruitment, and transfer of high school students to Compton Community College. Although Two + Two is oriented to vocational students, the articulation and matriculation components of the project complement the work of the Transfer Center which is directed at four-year college, transfer-oriented students.

**Targeted Students:** Minority high school seniors

**Program Type:** Recruitment and Transfer

**Description of Program:** The Articulation, Matriculation and Two + Two Program was designed as a key element of the pre-enrollment process at Compton Community College. This program addresses issues of testing for placement, early application, orientation, and academic advisement.

The plan includes a campus tour, orientation, assessment, academic advisement, and registration. Registration orientation touches on the following: student conduct and behavior; dress standards; student fees; the add/drop policy; class attendance policy; the student grievance procedure; financial aid; the learning center; the library; counseling requirements; student privacy rights; academic probation; the college catalog; schedule of classes; and the health center.

The program also maintains a comprehensive articulation program with local high schools. This is accomplished by (1) identifying programs which are common to Compton Community College and its feeder schools; (2) maintaining a continuing communication between the college and the school districts; (3) increasing the attendance of students from the feeder high schools to Compton Community College; and (4) monitoring the progress of the five vocational programs which have been articulated.

**Special Features and Achievement:** All entering students participate in the Articulation and Matriculation Program. Since its implementation, the Two + Two Program successfully transferred 95 students from five area high schools. Of these, 48 were Black, 36 were Hispanic, four were American Indian, and seven were not classified by race or ethnic background.

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## Fall Institute Academic Program/ University Learning Center

*University of Colorado, Boulder*

The academic needs of underrepresented students often pose difficult challenges to colleges and universities. The Fall Institute Academic Program/University Learning Center at the University of Colorado, Boulder is a two-semester freshman year program offered to provisionally admitted students, most of whom are ethnic minorities. This year-long freshman program was originally a summer bridge program for at-risk ethnic minority students who had just graduated from Colorado high schools. Targeted ethnic groups included children of migrant workers (most of whom are Hispanic), Chicano, Black, Asian American, immigrant Asian, and Native American students. Today, about 250 provisionally admitted students are served by this academic program each year.

In addition to addressing increased access and retention for underrepresented student populations, this program is distinguished from other freshman year developmental programs by its academic rigor and innovative curricula. The philosophy of this program is one which recognizes that (1) the freshman year is the most critical for the retention of students; (2) the core academic areas are central to academic success; (3) academic learning can be enhanced by appropriate instructional support, and (4) the focus of instruction is on fostering critical thinking, problem solving, and analytical thought.

**Targeted Students:** Provisionally admitted, ethnic-minority students

**Program Type:** Academic Intervention

**Description of Program:** The Fall Institute Academic Program/ University Learning Center has been designed to enhance learning in several domains: (1) the acquisition of content knowledge; (2) the development of fluency in academic discourse and critical thinking; (3) the acquisition of knowledge, behaviors, and skills needed in the academic socialization process; (4) the development of a positive self-image; and (5) the acquisition of knowledge about

how to display one's intelligence, knowledge, and skills in an academic context.

Central to this program's educational philosophy is the understanding that schooling is not only a process of cognitive development but also a socio-cultural phenomenon. As a result, factors such as prior knowledge, prior academic experience, student/school fit, and the students' unique world views, values, cultures, and histories have been considered in the development of pedagogy, instructional methodologies, curricula, and classroom learning experiences. Classrooms are structured so that learning is active and student-centered.

Students' knowledge and the learning of important study skills are incorporated into the curriculum of all required courses. Specifically, Fall Institute students are required to enroll in college algebra, two semesters of critical writing and reading, and two semesters of freshman biology, in addition to an elective course required for graduation. The program has eliminated the need for remedial courses by ensuring that academic standards set by the sponsoring academic departments are met through proficiency exams for all students completing the program.

**Special Features and Achievements:**

Each academic year, an average of 82 percent of all students enrolled in the program satisfactorily complete the two semester critical writing/reading course sequence (i.e., they meet minimal competency levels of fluency in reading and writing academic discourse). Overall, 85 percent of students enrolled pass both semesters with grades of C or better; 97 percent of the students pass the course. Achievement data for the college algebra course reveal that students from this population generally take three semesters to complete the self-paced, individualized math course. For example, 33 percent of the students completed this course with a C or better in one or two semesters; 87 percent will successfully complete the course in three semesters. These data are significant because most of these students begin the math program at a basic arithmetic or beginning algebra level.

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## GEM Program (National Consortium for Graduate Degrees for Minorities in Engineering)

*Notre Dame, Indiana*

The low enrollment of minority students in graduate education, especially in the areas of math, science and engineering, is a recurring concern for educators. A recent report by WICHE illustrates the severity of the problem. In 1984-85, the number of Blacks and Hispanics who graduated with Ph.D.'s in the areas of computers, engineering and technology, science and math, were only 1.1 percent and 1.8 percent of the total, respectively. Additionally, greater participation of minorities in these and related fields is hindered by lower levels of participation and preparation for the standardized tests required for most graduate and professional schools.

One program recognized the severity of the problem several years ago and has promoted access for minorities through consortia of organizations. The GEM Program is housed at the University of Notre Dame, although it is independent of the university. GEM began in 1976 as the first national effort aimed specifically at helping minority engineering students to attend graduate school.

**Targeted Students:** Minority engineering students

**Program Type:** Recruitment and Retention

**Description of Program:** The purpose of the GEM program is to provide opportunities to minority students to obtain a master's degree in engineering through a program of paid summer engineering internship and financial aid. The GEM Program is funded by consortium membership dues.

The GEM consortium, 55 universities and 60 research/government laboratories, provides fellowships (fees, tuition and a $5,000 per year stipend) which can be used at any of the member schools. In addition, during the summers, both before graduate study begins and between the customary two years of a master's program, each fellow gets a paying job with one of the co-sponsoring employers. The job is closely related to

the student's area of study and in most cases the recipient returns to the same employer the second summer. Permanent job offers are frequent at the end of the internship.

**Special Features and Achievements:** The number of GEM graduates has grown steadily over its decade of existence. The program has graduated over 600 minority engineers. Of the GEM fellows who start the program, over 86 percent finish with a degree – a rate comparable to that of non-minority graduate students.

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